

IOWA ARTIST Margaret Stratton

TITLE Through the Lens

GRADE LEVEL
Upper Elementary

These lesson plans are designed for art educators to adapt to the needs of their individual classes.

INFLUENTIAL ARTISTS

Marc Chagall
Margaret Bourke-White

MATERIALS

Images of Margaret Stratton's work
Collection of natural objects or arrangements found in nature or the environment
Camera



Iowa artist Margaret Stratton
Inventory
black and white photograph

LESSON PLAN: UPPER ELEMENTARY Margaret Stratton

OVERVIEW

Margaret Stratton, photographer, advises students to perceive on their own without letting others dictate to them what to believe. In this lesson, nature or environmental settings will provide the subject for the artwork. Students will gather and arrange, or find natural or environmental arrangements, to emphasize line, texture, shape or color. Students will then photograph their arrangement and participate in discussions about light and setting in evaluating their work.

Preview Margaret Stratton's **Biography**, **Video Synopsis**, **Video** and **Images** of her work on the Iowa Arts Council web site www.iowaartscouncil.org/ and select resources appropriate for your adaptation of this lesson.

Note: Teachers will want to preview the video and web site as sections may not be deemed appropriate for all grade levels. Have students locate the artist's place of residence on an Iowa map.

DISCUSSION QUESTIONS

- What inspires and influences Iowa artist Margaret Stratton?
- How does Iowa artist Margaret Stratton inspire you?
- What else inspires and influences you and your artwork?

INTRODUCTION

Iowa artist Margaret Stratton first became interested in art from paging through the *World Book Encyclopedia* and seeing art reproduced there. In addition, magazines gave her images to see, respond to and learn from. The teacher will lead a discussion focusing on students' memories of looking through books and magazines. Ask students to describe those that made an impression on them. Ms. Stratton uses photography of everyday images to prompt discussion and to tell stories. As artists, students will look at the use of photography, the elements of visual art and nature to tell stories, prompt discussion and to share opinions.

INSTRUCTIONAL OBJECTIVES

Students will:

- identify elements of visual art including line, shape, texture and color
- use nature as a source for art
- create an aesthetically pleasing arrangement of natural elements to highlight an element of art
- evaluate a photograph of their arrangement for the connection among light, background, setting
- connect the artist within to Ms. Stratton's life and her work

PROCEDURES

1. Identify and define elements of art including shape, value, color, line and texture. Relate the elements to an image of Margaret Stratton's work. Look at additional photographs from Ms. Stratton's work to identify how it inspires, moves or motivates. Discuss what the photograph might say and how the elements of art play a part in our perceptions.
2. Margaret Stratton chooses objects that interest her, tell a story or prompt reflection. Direct students to identify natural objects that might do the same. Walk around the school grounds looking for objects or arrangements of interest in the environment. Have students begin to gather objects (grass, more >

IOWA'S
CULTURAL
+
ARTISTIC
LEGACY
EVOLVES

Influence + Inspiration

LESSON PLAN: UPPER ELEMENTARY
Margaret Stratton



sticks, lines in the dirt, flowers, stones, etc.) for their creations or identify interesting arrangements or patterns in nature (i.e., anthills) for their photograph.

3. Have students begin to arrange their art outside. Remind students to highlight an art element of their choice. Invite the students to experiment with arrangement, background, etc. Ask students to identify when they are finished. The teacher or student should then photograph their arrangement.
4. Print the photographs and group students so they can discuss their choices and explain the particular elements. Have students reflect how a change in setting or lighting would change the piece.
5. The culminating discussion might include students identifying what inspired them to make the choices they made, connections to careers and other things that inspire and influence the students.

RESOURCES

Internet

www.naturephotographers.net/

An online photography resource devoted to nature, art and the technique of wildlife, landscape and nature photography

www.photoeye.com/

A favorite of Margaret Stratton devoted to photographers and their work

www.griffinmuseum.org/?gclid=CPSg9eSlzJUCFQvOlgoduh1miA

A museum dedicated to the art of photography

Images

www.margaretstratton.com

Note: Please preview, some images may not be appropriate for students at all grade levels

Literature

First Snow in the Woods: A Photographic Fantasy,

by Carl R. Sams II and Jean Stoick Milford

A photographic journey of forest animals preparing for winter

Photography by Alan Buckingham

Eyewitness Book on the evolution of cameras and photography

National Standards | Iowa Standards

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols and ideas
4. Understanding the visual arts in relation to history and cultures
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between visual arts and other disciplines

IOWA ARTIST Margaret Stratton

TITLE Through the Lens

GRADE LEVEL High School

These lesson plans are designed for art educators to adapt to the needs of their individual classes.

INFLUENTIAL ARTISTS

Marc Chagall

Margaret Bourke-White

MATERIALS

Images of Margaret Stratton's work

Cameras



Iowa artist Margaret Stratton
Picnic at Toxic Waste Site
(detail of larger photograph)

LESSON PLAN: HIGH SCHOOL

Margaret Stratton

OVERVIEW

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Preview Margaret Stratton's **Biography**, **Video Synopsis**, **Video** and **Images** of her work on the Iowa Arts Council web site www.iowaartscouncil.org/ and select resources appropriate for your adaptation of this lesson. Have students locate the artist's place of residence on an Iowa map.

DISCUSSION QUESTIONS

- What inspires and influences Iowa artist Margaret Stratton?
- How does Iowa artist Margaret Stratton inspire you?
- What else inspires and influences you and your artwork?

INTRODUCTION

Iowa artist Margaret Stratton first became interested in art from paging through the World Book Encyclopedia and seeing art reproduced there. In addition, magazines received gave her images to see, respond to and learn from. The teacher will lead a discussion focusing on students' memories of looking through books and/or magazines as young children. Ask students to describe those that made an impression on them. Ms. Stratton uses photography of everyday objects to prompt discussion and to tell stories. As artists, students will look at ways to use photography, the elements of visual art and nature to tell stories, prompt discussion and to share opinions.

INSTRUCTIONAL OBJECTIVES

Students will:

- identify elements of visual art including line, shape, texture and color
- use nature as a source for art
- create an aesthetically pleasing arrangement of nature to highlight an element of art
- evaluate a photograph of their arrangement for the connection among light, background, setting
- connect the artist within to Ms. Stratton's life and her work

PROCEDURES

1. Identify and define elements of art including shape, value, color, line, texture. Relate the elements to an image of Margaret Stratton's work. Look at additional photographs from Ms. Stratton's work to identify how it inspires, moves or motivates. Discuss what the photograph might say and how the elements of art play a part in the viewers' perceptions.
2. Margaret Stratton chooses objects that interest her, tell a story or prompt reflection. Direct students to identify objects that might do the same for them on a walk around the school grounds or neighborhood. Provide cameras for students. Suggest the students find a subject that has meaning to them.

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LESSON PLAN: HIGH SCHOOL
Margaret Stratton



3. Have students use digital cameras to capture their images considering line, shape, value and texture. Provide time for editing the photographs and discuss the use of editing to enhance the images to emphasize artistic elements.
4. Print the photographs and group students so they can discuss their choices and explain the particular elements. Have students reflect how a change in setting or lighting would change the piece.
5. The culminating discussion might include students identifying what inspired them to make the choices they made, connections to careers and other things that inspire and influence them in their lives.

RESOURCES

Internet

www.naturephotographers.net/

An online photography resource devoted to nature, art and the technique of wildlife, landscape and nature photography

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A museum dedicated solely to artistic photography

Images

www.margaretstratton.com

Parts may not be deemed appropriate for all audiences

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1. Understanding and applying media, techniques, and processes
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6. Making connections between visual arts and other disciplines